

# PEACE CORPS TIMES



Focus—Marshall Islands

Nov.—Dec. 1988

# From the Director

As we begin a new year and a new administration here in Washington, I want to commend each of you for the work you have done for peace in 1988. You and your fellow volunteers (6,000 of you today from a nation of 250 million and a world of 5.3 billion—there were 15,000 involved in peace through development in 1967 when our nation's population was 190 million and the world 3.5 billion) are promoting world peace and global understanding in 65 countries. I want you to know that President-elect and Mrs. Bush are very familiar with the work you are doing. They have visited volunteers in over 30 countries, and Mrs. Bush has often called families of those she met upon her return home.

Your work was the focus of considerable television and newspaper coverage across the country in late November. The occasion was the 25th anniversary of the death of President Kennedy. The Peace Corps was heralded as a living legacy of the president's. In one activity, nearly 500 former volunteers gathered in the Rotunda of the U.S. Capitol where Kennedy's body lay in state in 1963 for a 24-hour vigil. Organized by the National Council of Returned Peace Corps Volunteers, they read from their journals and letters home, and reflected on what the Peace Corps had meant to them.

John Coyne, a New Yorker who had served in Ethiopia, was one of many who

commented on how the Peace Corps had changed his life. "Some of the bridges we built did not stand," he said. "A few of the schools where we taught are now closed, and many of the people we organized did not stay together . . . but the Peace Corps took us out of America, cut us loose from these shores and taught us how to be citizens of the world. Because of the Peace Corps, all of us are forever changed."

On behalf of all of you presently serving in the Peace Corps, I also spoke in the Rotunda toward the end of the 24-hour period. My message was in the form of a letter to John F. Kennedy, whose presence you couldn't help but feel during this momentous occasion. Let me share some of what I said:

"We thank you John Kennedy, here today . . . for issuing the challenge to a young America that has transformed generations . . . a Peace Corps, a body of peacemakers, a corps de la paix, a cuerpo de paz, a body of people working for peace. Thank you for reaching out to nations around the world in which most of the people on earth live. Letting at least some Americans serve. You've heard your stars speaking to you these last 24 hours, how enriched they've been by their Peace Corps experience . . . the realities of an interdependent world. They are leading the way in challenging America in how to build the true partnerships for peace that will allow our nation to ever more be a true leader for peace on this our fragile planet that is our home. We rededicate ourselves here today in your memory to move our world down the road to peace. We know the way, we accept your continuing challenge. We, your living legacy, thank you, President Kennedy."

I participated in another activity at the Kennedy Library in Boston where a new archive has been created for the journals of members of the Peace Corps. It is particularly fitting, I think, to have the archive located in the library of our founder and to have your experiences included in America's history. In addition to journals, the archive will house an ever-growing collection of manuscripts, photos, tapes, books and diaries.

I hope each of you is keeping a journal. It's important. I reminded the Volunteers I visited in Africa to keep theirs and told them about the wonderful programs and articles about the Peace Corps which have just aired. I visited volunteers in Swaziland, Kenya, Equatorial Guinea and the Comoros Islands and swore in the first group of volunteers for Equatorial Guinea. It is one of five new country entries we have had during 1988. We have also started programs in the Comoros, Cape Verde, and Guinea-Bissau and returned to Pakistan after an absence of 21 years.

And I'm happy to report, we are much closer to beginning a new program in the

People's Republic of China. What a challenge and opportunity that presents. Imagine Peace Corps Volunteers working in China, a nation of one billion people! Do you know that former volunteers assigned to our Embassy in Beijing have worked as liaison to Chinese officials in preparing to invite the Peace Corps into the country? By the end of next summer, we hope to have 20 volunteers teaching English at five different sites.

Happy New Year to each of you, and my best wishes for continued success in your important work.



Loret Miller Ruppe  
Peace Corps Director

## Palau Volunteer Lost At Sea

Peace Corps is saddened to report that PCV Andrew Edward Karrer, who was posted in the Pacific Island nation of Palau, was lost at sea on November 12.

PCV Karrer lost his life when a boat in which he was riding capsized during a storm. He had been to the main island of Koror and was near the end of a seven-hour return trip to Kayangel when the storm hit. It is believed he was knocked unconscious when the boat capsized. (He was a certified scuba diver and life-saving instructor.) His two companions managed to swim to safety.

An English teacher in the islands, Karrer was a graduate of Kenyon College. He was a native of Worthington, Ohio.

In 1985, Karrer had written his family a moving letter which included his wishes in the event of his death. "I want the people who feel that they loved me to get together—talk about the past if you wish, please don't talk about my death, it's all a part of life."

"I know that some of you will feel sad, but don't feel sad because I'm dead but instead feel good about what my life was and how good and sweet it was to be with those I've loved."



## Peace Corps Times

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# Peace Corps—JFK's Living Legacy

On November 22, as millions of people around the globe took time to remember our late President, John F. Kennedy, who was assassinated on that day 25 years ago, thousands of them also paid tribute to his living legacy, the Peace Corps. Returned Volunteers and staff all across the country, in cities and towns, honored a man and his idea, a bold idea—to send Americans abroad to undeveloped countries to help and to learn from them—the Peace Corps.

The National Council of Returned Peace Corps Volunteers sponsored one of the most moving tributes to President Kennedy and his living legacy, the 24 hour vigil, the Journals of Peace, in the Rotunda of the United States Capitol. From noon Monday until noon Tuesday, returned Volunteers read from their diaries and journals, from stories they and others had written about their experiences. Over 500 returned Volunteers, from all over the country, came to Washington to participate in the ceremony. As one former Volunteer said, there was a strange combination of poignancy, humor and pride during the readings—the thought of a great man being struck down in his prime, the humor as we all remembered our Peace Corps service and the pride at having served in Peace Corps—running through the readings. It was a feeling of camaraderie and loss at the same time. Another RPCV

and joyous and brought home to many just what a large undertaking this new idea, the Peace Corps, must have been when it was begun.

For most, it was their first opportunity to pay tribute, along with others who had served in Peace Corps, to the man who made it all possible—this living legacy—the Peace Corps. Many brought their families and friends hoping to share with them the significance of this experience and their Peace Corps service. For others, it was the first time they really felt the impact of the now famous words. "Ask not what your country can do for you but what you can do for your country."

## UNV/Peace Corps

We at the United Nations Volunteers program, on the occasion of 1988 International Volunteer Day, wish to pay tribute to outstanding contributions Peace Corps is making towards world development through sharing skills with developing countries. We are greatly looking forward to continued fruitful collaboration.

Brenda G. McSweeney  
UNV Executive Co-ordinator  
Geneva

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"Ask not what your country can do for you but what you can do for your country."

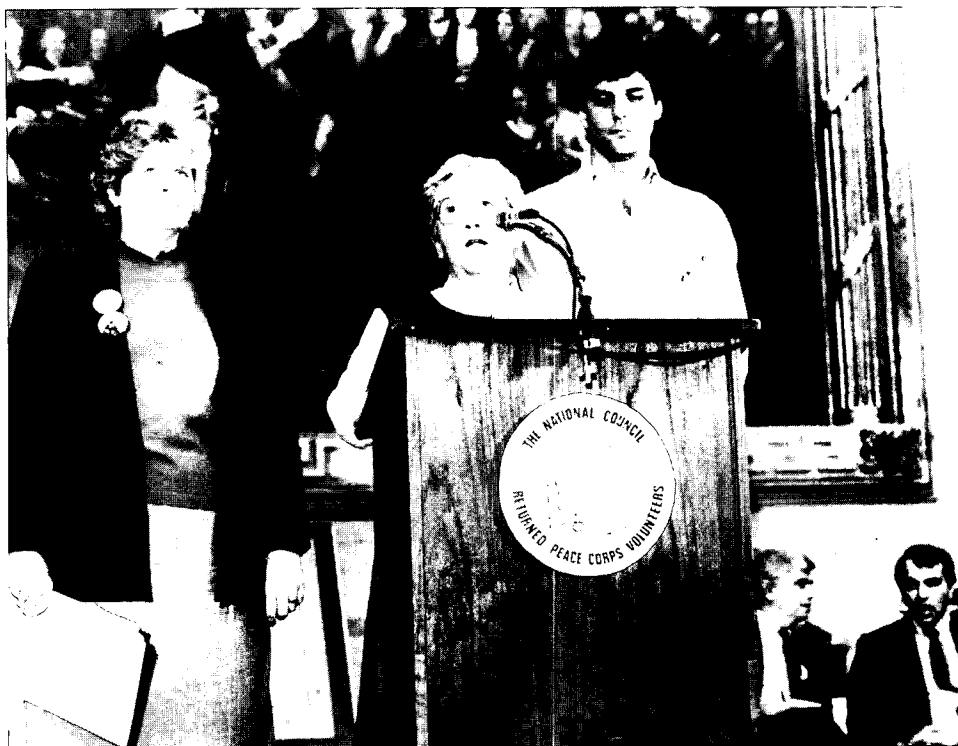
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who had to wait over two hours to read (because many found it difficult to stay within their three allotted minutes) said, "At first I was angry about the delay. Then I realized people really needed to talk—to talk about their experiences." During this same time period thousands of other NCRPCV members across the country paid tribute to the founder of the Peace Corps.

Following the vigil a commemorative service was held at St. Matthew's Cathedral, the same church in which Kennedy's memorial service was held 25 years ago, thousands gathered to remember the man and his life. Taking part in this observance were contemporaries such as Father Theodore Hesburgh, president emeritus of Notre Dame and former Peace Corps Advisor; Sargent Shriver, brother-in-law and first Peace Corps Director; Bill Moyers, first Deputy Director and current Director Loret Miller Ruppe. The pageantry of the processional and recessional of flags from all the countries Peace Corps has served was uplifting



Peace Corps Director Loret Miller Ruppe spoke at the memorial service for President John Kennedy held at St. Matthew's Cathedral in Washington, D.C., the site of the memorial service held for our fallen President 25 years before.



Reading at the Journals of Peace vigil and representing three generations of Peace Corps—the 60s, 70s and the 80s and three generations of one family to serve in Peace Corps are members of the Pearsall family. Virginia Pearsall Kirkwood was a PCV in Turkey from 1964 to 1966. Ruth Pearsall (Virginia's mother) swore in in 1973 in Malaysia. Craig Hendricks (Ruth's grandson and Virginia's nephew) served in Thailand from 1979 through 1981. Pictured seated at lower right are RPCVs Senator Chris Dodd and former Senator Paul Tsongas.

# Focus—The Marshall Islands

## About the Country

**Population:** 42,000  
**Land Area:** 70 sq. miles of land in  
5400,000 sq. miles of ocean  
**Capital:** Majuro  
**Language:** Marshallese, English  
**Religion:** Christian, predominantly  
Protestant  
**Climate:** hot, humid—average  
monthly rainfall, 12–15  
inches

On a map of the North Pacific Ocean, the Marshall Islands appear as mere specks of land. Located halfway between Hawaii and the Philippines, the 31 low-lying coral atolls consist of 1,152 islands—a scant 70 square miles of land.

The original Marshallese people are believed to have sailed from Indonesia and the Philippines via Melanesia in large canoes. The Marshallese language is considered part of the Malayo-Polynesian family. The people have a tradition of being fine sailors and navigators, though more and more, motor boats are replacing sailing canoes and time-honored navigational skills are falling victim to new technologies.

The first Europeans to encounter the islands were the Spanish explorers in the early 1500s. There were few visitors until 1788 when they were explored by British captains, Gilbert and Marshall, from which came the name. From that time until 1878, the area was frequented by British, American, European and Russian explorers, traders, whalers, buccaneers, blackbirders and missionaries.

In 1878, Germany established coconut plantations for the production of copra and gained control of the islands and was the colonial power until Japan took the islands over during World War I. Japan began fortifying the islands in 1935 and launched several attacks from them in World War II. In the undergrowth the remains of bunkers and crumbling bombers can still be seen today. The Japanese lost control of the islands as U.S. troops moved across the Pacific. Consequently, the United States, under a mandate from the United Nations, administered the islands as a security Trust Territory after the war.

The Marshalls are perhaps best known for Bikini Atoll, where the U.S. conducted extensive nuclear testing from 1948 to 1958. Sixty-six nuclear tests were conducted on the atolls of Bikini and Enewetak, leaving the land radioactive and uninhabitable. Two other atolls were also evacuated due to fallout. Today, many of the relocated Marshallese are still unable to return to their home islands and the U.S. still pays \$18 million each year in settlements to the radiation-affected people.

In 1979, the independent Republic of the

Marshall Islands was established and in 1986, the RMI and the United States initiated the Compact of Free Association which grants self-governance to the RMI and provides financial assistance from us until the year 2002. The United States retains defense rights to the territorial waters and maintains a missile testing facility on Kwaualein atoll. The base, which employs nearly 700 Marshallese, has played an important role in the Strategic Defense Initiative program through the testing of missile and laser technology.

## Economic Development

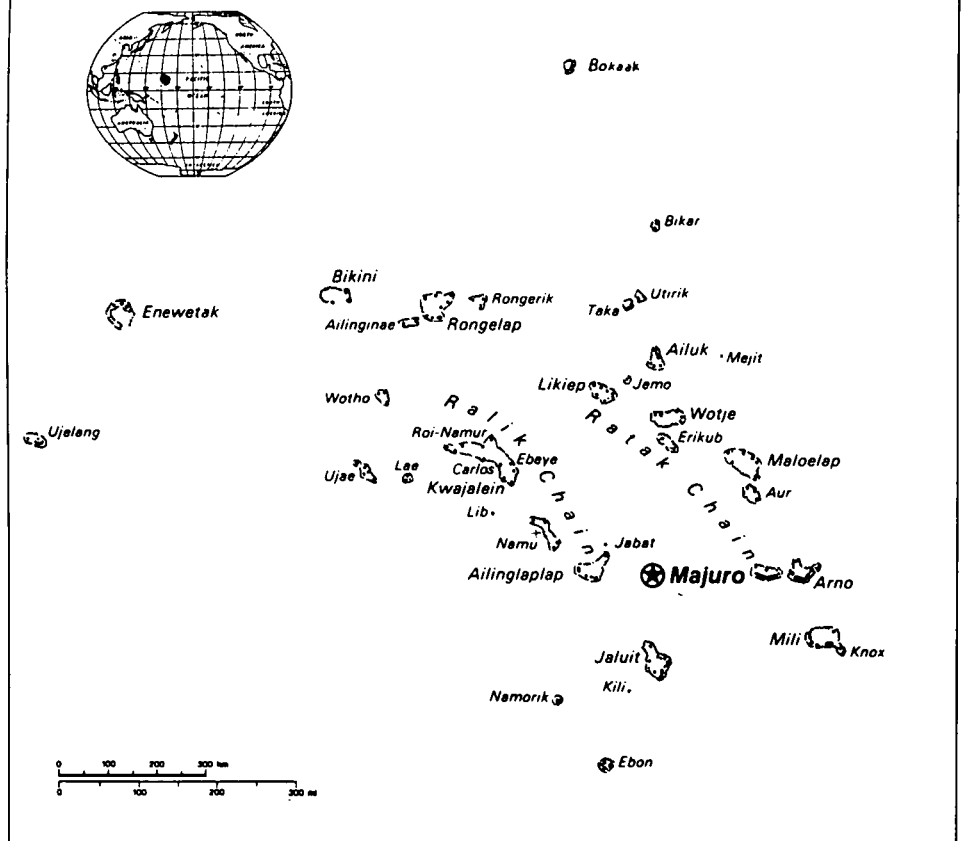
Under the Compact of Free Association, the U.S. plans to phase out our financial aid to the islands (\$180 million in 1984) by 2002. In an effort to move the country towards self-reliance, the government must address many critical economic issues in just 12 short years.

Of the 42,000 people in the Marshalls, only 40% live in the outer islands. The remainder are crowded into the two commercial centers of Ebeye, on Kwajalein, and Majuro, the capital city. With a per capital income of \$1,600 and an unemployment rate of 20.8%, the government is forced to subsidize most services. Copra production



A tuna on rye?—Hedda Newman, a home gardening and nutrition Volunteer working on Jaluit atoll, looks forward to a dinner of sashimi. The Islands' waters are loaded with tuna and other large fish. Before joining Peace Corps, Newman was a junior high science teacher in Kenosha, Wisconsin.

## REPUBLIC OF THE MARSHALL ISLANDS





PCV Virginia Rowthorn weighs a reluctant baby as part of her health education duties on Mili atoll. She is from Connecticut and graduated from Carleton College in American studies.

accounts for 95% of all exports yet only brought in \$3.5 million in 1986, not nearly enough to support a country that imports upwards of \$16 million a year in raw materials and consumer goods.

Marine resources, potentially a good source of income and employment, have yet to be explored fully. Fishing by the Marshallese is now only a subsistence activity. Foreign fleets purchase rights to fish the territorial waters and the Marshalls, a member of the Pacific Forum, have negotiated a fishing pact with the U.S. to allow Tuna Boat Association members access to Marshallese waters. Additionally, a joint U.S.-RMI ship registry is expected to draw income to the country and result in maritime training of Marshallese youth. An abundance of seabed minerals has yet to be harvested due to lack of expensive technical equipment.

The RMI is strongly encouraging private joint ventures between U.S. and RMI companies. An Investment Development Fund has been established to assist small businesses with their financial and managerial needs in order to promote entrepreneurship. Small scale projects for development in the outer islands have received increased funding. More and more, the government is putting vital services, such as communication and transportation to the outer islands, in the hands of private companies.

### Health and Education

The government recognizes that preventive health care must be made a priority in

the future and the Ministry of Health is now stressing nationwide immunization programs, nutrition awareness programs and increased production of subsistence crops. By decreasing the nation's dependence on imported foods, it is hoped that the malnutrition and Vitamin A deficiency which are occurring with greater frequency, may be significantly reduced.

Other major health problems include infant mortality due to diarrhea and respiratory diseases, diabetes and high blood pressure among adults, and intestinal diseases caused by the lack of sanitation.

Population growth in the islands is a major concern. The country is experiencing a 3.9% growth rate, one of the highest in the world. Fifty-five percent of the population is under the age of 15, 25% under the age of six. There has been a dramatic shift of youth from the outer islands to the capital, putting great stress on an already densely populated atoll. A shortage of employment opportunities compounds the problem.

Overcrowding in the schools has become a serious problem and will be exacerbated as the present population matures. The student-teacher ratio in some grades approaches 50 to 1 and many schools lack sufficient texts, desks and sanitation facilities. Two recent Peace Corps Partnership Projects have been in renovating outer island schools.

Elementary education is compulsory for grades one to eight and there is serious competition for entrance to the two public high schools. Private schools flourish due to an increased interest of parents in wanting



A group of Volunteers show off their party mums, shell leis and flower wreaths.



Alice Rabson, a mental health Volunteer from Fredricksburg, Virginia, poses with one of her patients on a public health trip to one of the outer islands. Rabson was a professor of psychology at Mary Washington College for 17 years before her Peace Corps service.

# Special Visitors

higher quality education for their children. At present, the high school curriculum emphasizes college preparatory courses, but few students have the means to continue on to college.

The Marshalls have an extremely high rate of suicide, especially among males aged 15 to 24. The problem is of growing concern to community leaders, with increasing awareness that the high rate stems from the breakdown of traditional cultural and social systems that define social roles. The youth find it increasingly difficult to restructure their social roles to fit a society that exists partly in the rich traditions of the past and the inevitable Westernization of the future.

## Peace Corps/Marshalls

Peace Corps entered the Marshalls under the auspices of Peace Corps/Micronesia in 1966. The first Volunteers were educators, legal advisors, agriculturists, co-op advisors and small enterprise advisors. In 1985, the program in the Marshalls separated from Peace Corps/Micronesia and a Working Committee was established to explore what role Peace Corps could best serve in the country under the Compact era. The



*Peter Dillon teaches English to a group of summer school students. Peter is from New York and graduated from Bowdoin College in history and religion.*



*Secretary of State and Mrs. George Shultz (center) visited the Marshalls last summer. They are photographed at the U.S. Chancery in Majuro with the training class, Country Director Jack Maykoski, Training Officer Philip Hull and APCD/Training Monono Dawoj. Volunteers pictured are: Dwight Babcock, Holly Barker, Consuella Brown, Peter Dillon, Joanne Everett, Jessica Harris, Diane Huebner, Margaret Johnson, Ruth Junkin, Amy Korosec, Madeline Lekas, Daniel Murray, Lynn Walters, Virginia Boyce, Mark Goldzweig, Marie Wells, Alice Rabson and Cosette Rattliff.*

first two groups of Volunteers to enter the re-designed program worked in the outer islands as health educators, water supply/sanitation advisors and home garden/nutrition educators.

With the arrival of 20 new PCVs in the summer of 1987, Peace Corps/Marshalls tripled in size. Thirteen of the now well-seasoned PCVs served as health educators in the outer islands, working with a village health assistant counterpart in educating the island communities in areas such as child nutrition and family planning. The health educators, along with their counterparts, conduct weekly clinics in the following areas: growth monitoring of babies, prenatal, high blood pressure and diabetes. Many PCVs also teach health in the schools while simultaneously training teachers in the same protocol.

Three Volunteers work with the College of Micronesia as home gardeners/nutrition educators. In an effort to encourage local production of foodstuffs, the Volunteers assist individual families with garden planting, as well as conducting nutrition workshops. The home gardeners are also involved with 4-H programs and in 1988 sent several youth to Hawaii for summer 4-H workshops.

Three other PCVs fall under the supervision of the Environmental Protection Agency as rural water and sanitation advisors. Trained in building much-needed water catchments and water-seal toilets, the PCVs unfortunately encountered a breakdown in project funding and two have now put primary interest into their secondary projects of teaching.

The summer of 1988 brought 15 Volunteers to the Marshalls, 13 English teachers and two science teachers. The teachers will work in outer island schools for a year while getting a grasp on the language and culture and then will devote their second year to teacher training.

All but five of the 35 Volunteers live on isolated outer islands, several on islands without plane service. Isolation plays a key factor in Volunteer life and Peace Corps/Marshalls has dealt with the issue by such innovative means as a radio show every Sunday evening on national radio in which Majuro-based PCVs turn disc jockey and entertain the outer islands with an hour of American music and humor. Formal communications take place by a weekly radio network over the national CB radio channels.

Life on the outer islands is a challenge, but one which most Volunteers come to love. The ideal living situation is a traditional thatch hut with a nearby well and water catchment. The typical diet can get monotonous with rice as the appetizer, entree and dessert, but many PCVs have become adept at spear fishing or shininying up a coconut tree to provide more variety.

Leisure activities on the outer islands include weaving and handicrafts and pick-up games of basketball and softball.

Hedda Newmann

Anne Burda

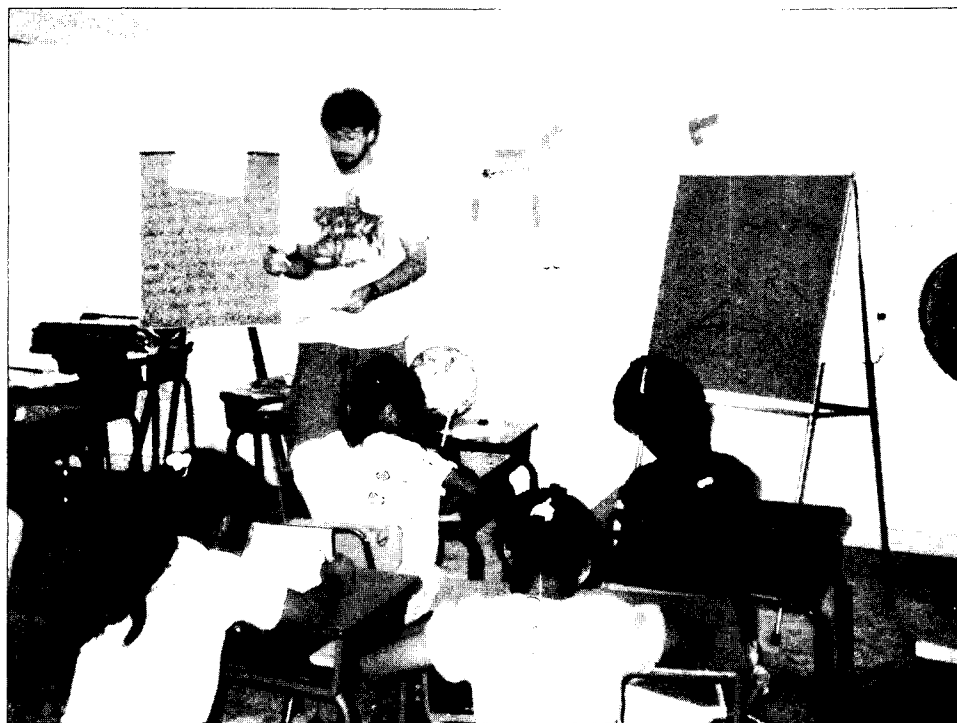
**About the authors**—Hedda Newmann is a home gardening Volunteer. While out of commission with a back injury, she did most of the researching and writing. Anne is responsible for the editing and photos.

## About the cover

En route to market—two Marshallese men take their pig and a stalk of bananas to market on Namorik Atoll, one of the southernmost atolls.



*Move Over Wolfman Jack*—Anne Burda cues an album for the Peace Corps radio hour, the only one of its kind. The weekly program is designed to bring a bit of American music and Peace Corps humor to isolated outer island Volunteers. Burda, whose hometown is Barrington, Ill., graduated from Carleton College with a degree in English.



Dwight Babcock administers a spelling quiz to his 7th graders at Laura Elementary School. Babcock is from Scottsdale, Ariz., and has a degree in business administration from the University of Montana.

# Peace Corps Partnerships' 25th Anniversary

With the coming of 1989, the Peace Corps Partnership Program marks its 25th year of operation—a quarter century of people-to-people development assistance. For 25 years, the Partnership Program has channelled support to thousands of self-help, community initiated development projects in areas served by Peace Corps Volunteers. It has also offered countless Partners in the United States the opportunity to actively engage in the development process while simultaneously discovering more about the world in which we all live. In Africa, Asia and the Americas, the Partnership Program has provided many with the opportunity to move towards increased self-sufficiency while here at home, involvement in the program has engendered a broader understanding of our world. The following projects are highlights from this past year.

## ASIA

The community of Guibongan—Igtuba, the Philippines, was able to rebuild its primary school classroom with the support of three different U.S. Partner groups. Peace Corps Volunteer Margaret Mulholland submitted her final report to the Partnership Office in September of this year which read, in part, "The Guibongan-Igtuba Elementary School suffered major damage during the typhoon Undang in 1984, and had since further deteriorated to the point of being clearly hazardous to the students it housed. The building leaked badly, the wood was rotting away and the structure shook in even mild winds . . . We, the teachers, PTA, and I, decided after perusing the Peace Corps Partnership Program Volunteer Handbook, that this would be an ideal funding solution. The PTA and teachers met again soon afterwards to plan fundraisers and organize work schedules to account for the 25% community contribution. Meanwhile, a foreman was consulted to provide an estimate for the cost of reconstruction.

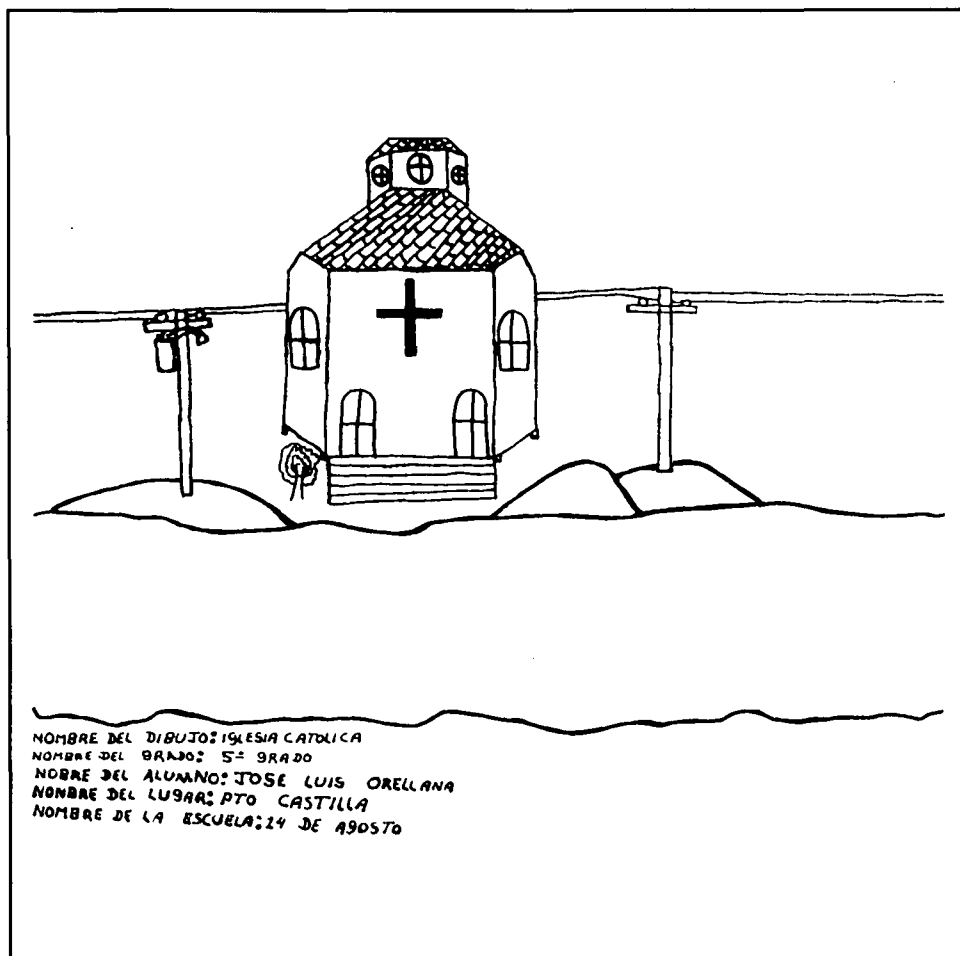
"The project was completed in only 36 days (after the funds were received). The new classrooms have been voted the most beautiful and cheapest by all. The workers and community are very proud of the workmanship and surprised at the difference good management and participation made in the project expense and result. The building will be used for meetings and functions as well since a removable wall divides the two classrooms.

"Children and teachers are still working on the beautification and landscaping around the new building and have posted a sign in front thanking the donors. The teachers, students and myself worked together to complete cross-cultural exchange packages for the donors that were sent on July 25th. We've enjoyed working together and feel as if we've been through a lot with our trouble shooting during the implementation of the project. The final day of work was celebrated by killing chickens and roasting fish after work and enjoying watching the sunset together from the new building.

## AFRICA

In Benin, students in the village of Waga were able to begin a school garden and tree nursery with the assistance of their U.S. Partners, the West Glacier Elementary school in West Glacier, Montana. Teacher Mary Vekasi, who coordinated West Glacier's involvement with the Partnership Program wrote, "We had several ways to earn money. They almost all involved food which tied to the idea that we were helping kids with a vegetable garden and tree farm. We had our best luck with baking bread. Each class was responsible for baking 15 loaves of bread during their assigned week. We all learned how to bake and make perfect bread. A highlight was when Peace Corps Volunteer Mike Simsik sent us a postcard with Beninese women carrying many loaves of long french bread on their heads. Our favorite bread recipe was French. We sold our bread for \$2.00 a loaf and made it most of the winter.

"Mike Simsik sent us a lot of information about Benin. Through pictures, postcards, letters and a tape, we all learned about Waga and how fortunate we are to live in West Glacier, Montana. The West Glacier kids couldn't believe the Waga School's mud building and how they have only chalk and a chalkboard for learning to write. They were also impressed by the pictures of the school before the garden was started and after the garden and tree farm were underway. The kids felt like they really contributed to the Waga School. Partnership is a great way to teach Social Studies. We learned about Waga, Benin—it expanded our horizons."



This drawing by Jose Luis Orellana of Puerto Castilla, Honduras, was part of a cross cultural exchange package sent to U.S. partners for the Puerto Castilla Adult Literacy Center and Community Hall project.

"I feel as if this project was a great boost to the self-confidence and morale of the community in addition to its more tangible function. Their current enthusiasm for projects exceeds my ability to keep up and there is more self-initiation and motivation . . . We've also formed a cooperative community discussion group for furthering our plans and projects and sharing ideas. I think this new self-confidence and self-initiative is largely a result of the successful implementation of the school-building project."

## THE AMERICAS

In December of 1987, when the 120,000 Returned Peace Corps Volunteers and Staff were honored with the Beyond War Award, the \$10,000.00 cash honorarium which accompanied the award was used to fund three separate Partnership Projects. One of these was the Puerto Castilla Adult Literacy Center in Honduras, coordinated by Peace Corps Volunteer Steven Moler. On September 25 of this year, Mary Jo Ramsey, a Beyond War member from Austin, Texas (and mother of another Volunteer currently serving in Honduras), visited the Puerto Castilla project site. "It was the most fabulous experience of my life," said Ms. Ramsey. PCV Moler seems to agree. In his first quarterly report he wrote, "In the past year, I have seen a substantial change taking place in Puerto Castilla in the area of community development. The adult school and community center is the first development project undertaken since the community moved from its previous location . . . Since the community center project hit the drawing board more than a year ago, Puerto Castilla has involved itself in three additional community development projects . . . It could be said that the community center project, however small, is enhancing positive social change."

Most recently, the residents of Puerto Castilla formed an intercultural exchange committee. Committee members prepared a series of photographs, slides and tapes for their U.S. Partners and also sent letters describing their country and community. Odalma de Nunez, a member of the committee, sent the following letter:

Dear Donors,

I am writing to you with the embraces of friendship and, by way of this exchange, want you to know some positive aspects about my country.

My country, Honduras, is part of one of the five continents of the Earth: America. Honduras is located in Central America and is surrounded by Guatemala to the west, El Salvador to the south, and Nicaragua to the east. Also, the two big oceans: the Pacific and the Atlantic, lie to the south and north respectively.

My country consists of 112,088 square kilometers of mountains, valleys, rivers, lakes and lagoons. Lake Yojoa, with its beautiful setting, is the largest. The El Cajon dam, with its large reservoir, provides electricity to all of the country and to neighboring countries. We are proud of this project, the only one of its kind in Central America. The Bay Islands: Roatan, Utila, and Guanaja, are a tourist area where many foreigners take their vacations. Located in the tropics, Honduras' climate is hot and humid, with a dry season and a wet season. We have lots of pine forests and other precious woods that are exported in large quantities to other countries, the United States being one of them. We also export palm oil and citrus and other fruits and vegetables.

The population of Honduras is about 4.3 million, 65% live in rural areas, while 35% live in urban areas. We have a democratic government. We think, feel and speak as we please. Our opinions can be formed without fear of persecution. We live in peace and tranquility. In comparison to your large nation, ours is small, but Hondurans have a big heart, and we receive everyone from other countries with open arms.

It is my desire that you know my country. If you ever have the opportunity to visit,

you will be well received. You will have the opportunity to admire beautiful places and, more than anything, to know our big hearts. Hoping you receive this letter well and soon have our information.

Sincerely,  
Odalma de Nunez

These three successful Peace Corps Partnership Projects, along with their corresponding cross-cultural exchanges between U.S. and Overseas Partners, are exactly the sorts of mutually enriching relationships the Partnership Program has sought to facilitate for the last 25 years—they are true people-to-people connections where each set of Partners have the opportunity to give of themselves while learning from others.

Peace Corps Volunteers and their host communities overseas interested in developing Partnership Project Proposals can ask their country offices for a copy of the Peace Corps Partnership Program Volunteer Handbook or write to us directly at:

The Peace Corps Partnership Program  
1990 K Street, NW, Room 847  
Washington, D.C. 20526

Martha Holleman



PCV Ted Ramsey, Mr. Brooks (holding the Beyond War symbol) of the Development Committee of Puerto Castilla and Mary Jo Ramsey, a representative from Beyond War, at a reception for the Puerto Castilla (Honduras) Adult Literacy Center and Community Hall, a Peace Corps Partnership project.

# Today's Peace Corps

Peace Corps operations are administered through three regions: the 27 nations of sub-Saharan Africa; the 17 Central and South American and Caribbean nations which comprise Inter-America and the 21 nations in North Africa, the Near East, Asia and the Pacific (NANEAP).

## Africa

|     |                          |
|-----|--------------------------|
| 69  | Benin                    |
| 203 | Botswana                 |
| 29  | Burundi                  |
| 152 | Cameroon                 |
| 10  | Cape Verde               |
| 111 | Central African Republic |
| 21  | Chad                     |
| 11  | Equatorial Guinea        |
| 73  | Gabon                    |
| 64  | The Gambia               |
| 108 | Ghana                    |
| 67  | Guinea                   |
| 18  | Guinea-Bissau            |
| 211 | Kenya                    |
| 102 | Lesotho                  |
| 128 | Liberia                  |
| 71  | Malawi                   |
| 171 | Mali                     |
| 92  | Mauritania               |
| 127 | Niger                    |
| 11  | Rwanda                   |
| 105 | Senegal                  |
| 172 | Sierra Leone             |
| 62  | Swaziland                |
| 45  | Tanzania                 |
| 114 | Togo                     |
| 116 | Zaire                    |

## Inter-America

|     |                        |
|-----|------------------------|
| 180 | Eastern Caribbean:     |
|     | Anguilla               |
|     | Antigua                |
|     | Barbados               |
|     | Dominica               |
|     | Grenada                |
|     | Montserrat             |
|     | St. Kitts/Nevis        |
|     | St. Lucia              |
|     | St. Vincent/Grenadines |
| 107 | Belize                 |
| 228 | Costa Rica             |
| 178 | Dominican Republic     |
| 265 | Ecuador                |
| 285 | Guatemala              |
| 342 | Honduras               |
| 166 | Jamaica                |
| 151 | Paraguay               |

## NANEAP

|     |                  |
|-----|------------------|
| 8   | Comoros          |
| 1   | Cook Islands     |
| 48  | Fiji             |
| 16  | Kiribati         |
| 40  | Marshall Islands |
| 50  | Micronesia       |
| 172 | Morocco          |
| 125 | Nepal            |
| 5   | Pakistan         |
| 15  | Palau            |
| 75  | Papua New Guinea |
| 329 | Philippines      |
| 12  | Seychelles       |
| 70  | Solomon Islands  |
| 36  | Sri Lanka        |
| 196 | Thailand         |
| 34  | Tonga            |
| 71  | Tunisia          |
| 2   | Tuvalu           |
| 43  | Western Samoa    |
| 67  | Yemen            |

## Reagan & Gorbachev Share Beyond War Award Honors

The prestigious Beyond War Award was presented jointly to President Ronald Reagan and General Secretary Mikhail Gorbachev on Saturday, Nov. 19 via a satellite broadcast, by the Beyond War Foundation. In its statement, the foundation said the award was given to the two . . . "for changing the superpower relationship from open hostility to cautious cooperation, thereby reducing the threat of global annihilation and increasing the hope that all war can be eliminated."

Statements by the two leaders:

"We must acknowledge our solemn responsibility to take steps now to reduce the chances of conflict and to prevent war."

Ronald Reagan

"Mankind is beginning to realize that it has had enough of wars; that an end must be put to wars for good."

Mikhail Gorbachev

Last year, all current and former Peace Corps Volunteers and staff were presented with the award which is housed in the Peace Corps' Director's office.



## Beyond War Award

1983 **National Conference of Catholic Bishops (USA)** for their pastoral letter, "The Challenge of Peace: God's Promise and Our Response."

1985 **The five Continent Peace Initiative**, presented to the leaders of Argentina, Greece, India, Mexico, Sweden and Tanzania.

1984 **International Physicians for the Prevention of Nuclear War**, presented to co-presidents Dr. Bernard Lown, USA and Dr. Yevgeni Chazov, USSR.

1986 **The Contadora Group**, presented to the leaders of Colombia, Mexico, Panama and Venezuela.

1987 **The United States Peace Corps**, presented to 120,000 Current and Returned Volunteers and staff.

# Press Officer Visits Honduras

We literally were stuck between a rock and a hard place. The axle of the four-wheel-drive vehicle driven by APCD Guy Branch was firmly high centered on the washboard surface of the dirt road leading into the remote hillside community of La Colonia in Honduras.

PCV James A. Wahl scrambled out of the back seat as Branch stepped onto solid ground. My seat was tilted toward the elevated side of the road as I made my escape.

As we surveyed the situation, I had visions of being isolated for days until help arrived. Then in an instant we were surrounded by a knot of men and young children assessing our predicament. Within minutes they were collecting rocks to build up the place where the road had given way. Even the smallest youngsters were toting boulders that rivaled them in size.

After a short time, enough stones were collected to make an attempt to free the vehicle. Branch climbed in, revved up the engine. When he maneuvered the Toyota Land Cruiser back onto the road, the local man who helped direct the rescue mission broke into a wide grin. The children laughed happily.

With our dilemma resolved, we drove on to Wahl's house. The wood building where he lived was precariously built on stilts. Opus cartoons were pinned over his bed. A row of paperback books lined a beam over a nearby window. "I just finished 'Atlas Shrugged,'" he said, noticing my peering over his miniature library.

Wahl, from Lind, Wash., pulled out drawings for a health center he was proposing as a Peace Corps Partnership Program. Explaining that he saw a common link between his home town in the Pacific Northwest and the quiet village in the Santa Barbara mountain range of Honduras, Wahl talked about the need for a local health care facility.

Lind, celebrating its centennial this year, rallied to Wahl's idea by raising money for the project in Honduras as part of its 100th birthday observance. In addition to gaining the backing of his home town, Wahl was able to enlist the endorsement of the Honduran Ministry of Health.

The following day at the Hotel Aqua Azul on the shores of Lago de Yojoa, I met Brian Eugene Smith, from Virginia Beach, Va., and Todd and Lynnell Fields, from Mt. Vernon, Ky. Todd is a fisheries specialist whose biological studies have helped replenish the bass in the lake near where they live. Lynnell is a dental hygienist who is serving as a health Volunteer.

Brian Smith, an agronomist and agricultural specialist, helps local families grow and market crops of beans, corn and tomatoes. He once lugged 200 pounds of fertilizer and 50 pounds of seed by bus from San Pedro 2½ hours away. "It's all in a day's work," he grinned.

Next, I met Lisa Ratcliff, a rural and community development Volunteer from Washington, D.C., who works as an extensionist for a government natural resources agency. "Welcome to San Antonio," she said as we walked through the door into her spartan concrete house. Ratcliff majored in broadcast journalism and sociology at American University in Washington. "I had no idea I would be working with bees here," she said. Ratcliff, who is two bus rides away from the natural resources agency headquarters in Rio Lindo, assists the women of San Antonio harvesting honey. She also was preparing to help them start a community vegetable garden plot.

The next day my new guide was Deputy Director and PTO Mike Jenkins. We paid calls on a group of Volunteers and Trainees in and around "Tay-goose," as the volunteers and staff fondly refer to the capital. One of those was Lorene Bartell from Salem, Ore. She was wearing a T-shirt with a Peace Corps logo and the motto, "The Toughest Job I Ever Loved—Honduras Tour 1986-88" emblazoned on it. Her site is in Valle de Angeles close to a children's orphanage.

Bartell, who works in a small animal pro-

gram, befriended Rene, a handyman at the orphanage and the father of four who had just named his baby girl after her. With his help, she established a rabbit-raising project to supplement the food supply of the youngsters in the orphanage. Rene invited us to visit his home. Jenkins told me to especially note the family garden. "They grow cabbages as big as basketballs and the biggest carrots you've ever seen," he said. "Rene is typical of some of the young farmers whom Volunteers have identified as being willing to take risks." When two of Rene's children yanked a pair of eye-popping carrots out of the ground, I saw what Jenkins meant.

Back at the Peace Corps headquarters in Tegucigalpa, I met Volunteers who are proof positive that we indeed live in a small world. Mary D. Shettig, from Ebensburg, Pa., and William D. Patton, a retired lawyer from Johnstown, Pa., had not seen each other for 30 years until they met at staging in Miami. "Bill was running for Congress the last time I saw him," she said. "My husband ran before Bill did."

On my last day in Honduras, APCD Alex Corpeno was my host. Corpeno, who is re-

(Continued on page 12)



Lorene Bartell and neighbor children with their "eye-popping carrots."

Photo—James Flanigan

# Life After Peace Corps

## Employers Rate Liberal Arts Skills

As a part of its annual survey of employers, the Placement Services at Michigan State University asked a group of national employers which skills provided by liberal arts majors were the most helpful in a job. These were the relative rankings, from most useful to least useful.

- Writing Abilities
- Public Speaking
- Management Supervision
- Reading/Interpretive Skills
- Public Relations Abilities
- Language Comprehension
- Marketing/Sales Abilities
- Computer Skills
- Editing Abilities
- Liaison with Departments
- Investigation/Negotiation/Arbitration
- Knowledge of Foreign Cultures

Source: Recruiting Trends, 1987-88, Michigan State University, Placement Service.

## What Employers Want

In a study of 500 employers, Joseph Mancuso of the Center for Entrepreneurial Management asked how many felt the following characteristics were important.

- Degree from Ivy League School, 1%
- Neat and clean cut, shoes shined, 76%
- Has done homework, knows company's history, 50%
- Is married, 24%
- Is single, 22%
- Strong handshake, 67%
- Asks good questions, 100%
- Hasn't moved frequently from job to job, 75%
- Once ran own business, 24%

Source: National Business Employment Weekly.

(Both articles reprinted from May/June 1988 issue of CAREER OPPORTUNITIES NEWS, Garrett Park Press, Garrett Park, Maryland 20896, U.S.A.)

## Mark Your Calendars

PCVs expecting to be in the U.S. next summer might consider participation in the second annual CAREER/JOB FAIR sponsored by the National Council of Returned Peace Corps Volunteers (NCRPCV), Northeast Ohio Returned Volunteer Association, and Peace Corps' Office of Returned Volunteer Services.

The Fair will be part of the annual conference of the NCRPCV at Kent State University, Kent, Ohio, July 21-23, 1988. Almost 50 employers participated in the 1988 Career Fair in Colorado, while RPCV conference attendees numbered about 700. Plan to join us next summer. Contact Returned Volunteer Services for more information.



*"I'm hoping to find something in a meaningful, humanist, outreach kind of bag, with flexible hours, non-sexist bosses, and fabulous fringes."*

Drawing by Donald Reilly; (c) 1981 The New Yorker Magazine, Inc.

## Director Ruppe Given Niger's Highest Award

Peace Corps Director Loret Miller Ruppe was one of four Americans honored on Dec. 17 by the government of Niger. Director Ruppe was presented with the Commander of National Merit award by Niger's President General Ali Saibou. According to President Ali Saibou, the honor is given to those, "whose efforts deserve a testimony of appreciation and gratitude for their availability, friendship and devotion to Niger."

The award was presented by Ambassador and Minister of State Colonel Adamou Moumouni Djermakoye at Washington's International Club. The ceremony was held on December 17, Niger's National Day, to celebrate the country's 30th year of independence.

Also receiving this award, the highest foreigners can receive, were Leonard Robinson, Jr., president of the African Development Foundation; C. Payne Lucas, executive director of Africare and Phyllis Dichter, AID's Officer for the Sahel and West African Affairs. Both Robinson and Lucas are former Peace Corps Volunteers.

## Honduras—from page 11

sponsible for the community services program, and Charles M. Anderson, a Volunteer from Evanston, Ill., escorted me around the capital to show how small business and microenterprise programs were working. Anderson, 57, who keeps trim by climbing 120 steps daily to his home, advises an artists' association. Using his years of experience in international marketing and export sales, he has helped artists market their work.

Our last stop was at the modern downtown office of PCV Joseph W. Heimbuch from Tarpon Springs, Fla., who was winding up his tour by assisting the Foundation for Business Research and Development. Heimbuch's computer skills have enhanced FIDE's efforts to promote external investment and to bolster exports. Corpeno said that Volunteers in small enterprise development like Anderson and Heimbuch have made a major difference. "What they are doing may seem like small business in the eyes of the United States, but their contributions are very large here," he said.

James Flanigan

James Flanigan of the Public Affairs Office serves as the Peace Corps Press Officer.

Peace Corps Times

## Feature

# Conservation Education—A New Focus

Since Peace Corps's inception, many countries have asked for skilled Volunteers to help in conservation efforts. Peace Corps currently has some 550 Volunteers—more than any other international organization—working in conservation programs throughout the world.

These Volunteers receive support from the Natural Resources Sector of the Office of Training and Program Support (OTAPS), which develops training programs in forestry, agroforestry, wildlife, parks and conservation education. About two-thirds of

these Volunteers are assigned to forestry and agroforestry, but host countries are requesting more Volunteers to work in parks and conservation education, and Peace Corps is responding with an environmental education initiative.

### Successful Projects

*From the Field* describes a Volunteer effort to help create a national park in Morocco. Much of the Volunteers' work was technical, requiring skill in mapping and

surveying and expert knowledge of plant and animal life, but their success depended upon their ability to educate the public about the importance of their work.

### Burundi

In Burundi, host country to another successful project, conservation education has been the principal component. In 1987, the

(Continued on page 14)



A Peace Corps Volunteer in Central America teaches elementary school children about nature conservation.

## Letters

**SED-Economic Sustainability** (ICE Almanac, May/June 1988)

Should the Volunteer be responsible for advising an individual or group how to invest money? No. The Volunteer should aim to teach the "tools" of business management to the individual or group and encourage the owners to have the confidence to make their own decisions based on their own efforts.

If 70 percent of the Volunteers in SED are without significant business experience, they should be given the opportunity to learn from the 30 percent. In addition to preservice training, the new PCVs should be able to attend workshops presented by experienced people and the PCVs from the field who have working knowledge from country-specific experience.

While credit resources are important, they will not last forever. Businesspeople must learn to rely on themselves, and the best way is to learn the techniques of business management and have the confidence in their own abilities to perform.

I cannot emphasize enough—teach the skills, but allow these businesspersons to make decisions. After all, it's their business!

PCV Vivian Clemens  
Dominica, West Indies

I agree that the underpinning of any SED program must be the ability of the PCV to transfer skills and knowledge to new businesspeople by having them participate in the planning and decision-making process.

Regardless of the goals and objectives of a given SED project or assignment, both preservice and inservice training, using local resource persons, need to include sessions that teach Volunteers how to transfer skills and involve groups in project planning.

It's stimulating to see PCVs respond to the article, and I hope your letter encourages further exchange of ideas.

Jeannette S. Cason  
SED Coordinator, OTAPS

We welcome your comments on ALMANAC articles or suggestions for topics in future issues. Write and tell us about your projects—ICE, Suite 808, 1990 K St., NW, Washington, D.C. 20526—or visit us when you are in Washington, to give us a firsthand account.

The Editor



### (Feature—from page 13)

Government of Burundi asked Peace Corps to provide a Volunteer to work with its Nature Conservation Institute (its counterpart to the U.S. National Park Service) in developing a nationwide conservation education program.

PCV Colleen Flynn, who came from a journalism background, was recruited for the assignment. She immediately started working with the Institute's park rangers planning community education programs for several of the country's parks. Later, she helped coordinate two workshops, one in 1987, the other in 1988. This was the first time all of the Institute's employees, staff from Catholic Relief Services and Volunteers from Peace Corps were brought together to develop action plans for each of the country's parks and reserves.

### Sierra Leone

In 1986 PCV Anne Todd, who had worked as an environmental education intern at a wildlife sanctuary in Ohio, was assigned to Tiwai, a small island in the middle of a major river in the southeastern part of Sierra



Kikihun Nature Center

Leone, noted for the variety and number of monkeys living in its rain forest. Todd began her Peace Corps service as a teacher and transferred to the Tiwai conservation program after one year.

Todd's major contribution during her two-year stay was the development of the Kikihun Nature Center and Visitor's Facility, which opened in September 1987. The Center was used to convey the conservation message in a way that was relevant to the local community. Its purpose was two-fold: (1) to involve local people in a hands-on project that generates income by making use of the natural environment; (2) to let people witness and understand the diversity of the rain forest habitat.

Construction of the Center was a cooperative effort between the Sierra Leone govern-

### ICE Almanac

**ICE Director**

David Wolfe

**Editor**

Judy Benjamin

The ICE ALMANAC features a variety of ideas and technologies that Volunteers can adapt locally and highlights particular program areas with notes and recommendations from specialists in the Office of Training and Program Support (OTAPS).

Information Collection and Exchange (ICE) is Peace Corps's central technical information unit. Requests for technical information or correspondence concerning the ALMANAC should be sent to Peace Corps, ICE, Room 808, 1990 K St., NW, Washington, DC 20526.



Staff of the Kikihun Nature Center check the construction on the newly built bridge to Kambama village.

ment, Peace Corps and local residents. Ninety-five people from three villages worked three months building the facilities. Todd, with the assistance of two other PCVs, the Sierra Leonean staff-in-training and village residents, developed a program to accommodate the 190 yearly visitors and explain the features of the rain forest to them.

Trails, signs and displays were made to guide visitors safely through the forest. Posters, handbooks and slide shows were prepared to interpret and promote conservation awareness. Todd and another Volunteer, Bonnie Hammer, developed a forest guide training program that taught participants basic English, map reading and safety skills. As a positive side effect, spending time at the Nature Center and learning the importance of conserving forests prompted villagers to build fuel-efficient mud stoves enabling them to reduce the amount of firewood needed for cooking.

A by-product of the Center was the Tiwai Island Artisans Cooperative, which Todd was instrumental in establishing in August 1987 with capital donated by a California organization, Friends of Ethnic Art. At last



With the assistance of PCV Anne Todd, the Kikihun Nature Center community extension team prepares for a slide show.

count, there were 80 members from 24 different villages in both Barri and Koya chiefdoms whose crafts were being sold at the Center and who were sharing in the profits.

In 1987 the Parliament of Sierra Leone approved the request of the Paramount Chief and his villagers that the five square miles of Tiwai Island, which previously had been farmed, be declared a Community Wildlife Sanctuary.

Todd recently finished her assignment and is now back in the United States working on her Master's Degree in Environmental Education at the University of Florida. PCV Scott Steffey, who has a professional background in environmental studies, ar-

rived in September 1988 to replace her and is carrying on the work she started.

## Strengthening Conservation

Despite the impressive contributions PCVs have made, expanding human populations are continuing to use natural resources faster than they can be replaced. This depletion of renewable natural resources is causing greater hardships for people living in lesser-developed countries. In many countries, for example, deforestation has made fuelwood so scarce that people now are forced to spend more time and money than they did in the past collecting it. Loss of forests and overhunting also have

(Continued on page 18)



Participants in the Forest Guide Training Program learn how to explain to visitors the mysteries of a termite mound.



PCV Bonnie Hammer works with one of the villagers whom she is training to become a forest guide.

Kikihun photos—Bonnie Hammer and Anne Todd

## Conserving Massa National Park in Morocco

Peace Corps's largest parks/wildlife environmental education program is in Morocco, with ten Volunteers working in nine different sites throughout the country. The current Moroccan program started in the mid-eighties, but Peace Corps's efforts to help the country manage its natural resources began more than 15 years ago. In the early 1970s, with the support of the Smithsonian Institution and the University of Minnesota, Peace Corps cooperated with the Moroccan Department of Waters and Forests (*Eaux et Forêts*) by assigning some Volunteers to various wildlife and forestry projects.

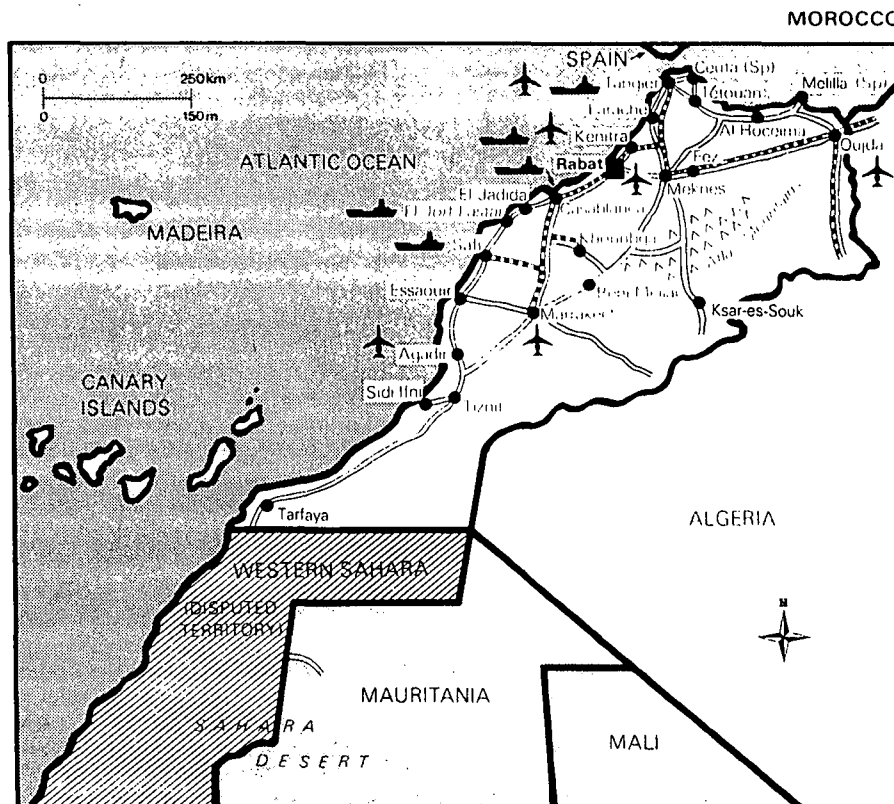
Peace Corps/Morocco's current program began in response to Director Loret Ruppe's renewed initiative to help countries improve their management of natural resources and provide assistance in environmental education. Other international organizations cooperating with the Moroccan government had laid the groundwork for creating a national park and wildlife refuge system.

In 1981 at the request of *Eaux et Forêts*, the International Union for the Conservation of Nature and Natural Resources (IUCN) sent three consultants to Morocco to work with the government in planning a park south of the city of Agadir, to be called Massa National Park. The World Wide Fund for Nature (formerly World Wildlife Fund) also supported the project. Two years later at the request of the Moroccan Department of Environment, the United Nations Food and Agriculture Organization (FAO) sent a consultant to Morocco to study the feasibility of establishing a national park system.

APCD Mark Orlic, a biologist with seven years of experience in natural resource projects, discussed with his friend and government official Moullay Youssef Alaoui the idea of having Peace Corps Volunteers work in Moroccan parks and protected areas. Director Alaoui, on behalf of *Eaux et Forêt's* Division of Hunting, Fishing and Nature Protection, in the summer of 1983 followed up this idea and requested the Volunteers.

### Moroccan Objectives

A varied landscape and climate gives Morocco a unique natural history. It is home to over 800 endemic species and subspecies of plants and the few existing Barbary leopards and bald ibis. Several other endangered species, including dorcas, Cuvier's and dama gazelles and Barbary sheep still live in Morocco. These plants and animals, along with the country's forests and range-



lands, are disappearing as the human population expands. Overgrazing and deforestation have radically altered watersheds, leading to severe soil erosion. Reversing this process requires public education to change attitudes, not an easy matter in a country with most of the population involved in farming and sheep grazing.

The government hoped that Volunteers would be able to aid in this educational effort as well as assist in improving park and nature preserve management. Achieving these objectives would also serve to help protect endangered species and concurrently promote tourism and economic development.

Volunteers were requested for five sites: the proposed Massa National Park, the Barbary sheep reserve in Toubkal National Park; the dorcas gazelle reserve near the village of Sidi-Chiker; the Merja Zerga estuary on the northwest coast; and the gorges and forests of Oued Abid near Bou Tferda, in the western part of the country.

In the fall of 1984 Peace Corps/Morocco requested assistance to define the Volunteers' assignments and necessary training. David Reynolds (see **Feature** article) a Natural Resource Specialist for the Office of Training and Program Support (OTAPS), who was then a park ranger with the U.S. National Park Service, was the consultant who visited the sites and undertook the task. By the end of October, five Volunteers were undergoing training, and by the fol-

lowing February, they were on the job in Morocco.

### Massa National Park

Of all Peace Corps conservation projects in Morocco, the Volunteers' work in the Massa National Park produced the most tangible results: their data laid the foundation for the enabling legislation the Moroccan government enacted in February 1988 to protect the park and clearly define its management objectives.

Massa National Park is located on the Atlantic coast of Morocco. Within its 188,000 acres are forests and huge white sand dunes. Two estuaries attract egrets, flamingos, spoonbills and other waterfowl, and perhaps most important, serve as a breeding ground for the bald ibis. From an estimated population of 10,000 at the turn of the century, this unique bird has dwindled to less than 400 in the wild, the majority nesting in the cliffs near the Massa River.

Two Volunteers, both with advanced degrees in wildlife management, were assigned to the park—Ken Edwards to the southern half and Scott Posner to the northern half. A list of tasks *Eaux et Forêts* had prepared for the Volunteers guided them in setting their objectives. They were to do the following:

1. Make recommendations to subdivide the park into manageable units,

2. Offer plans for better management of the flora and fauna existing in the park,
3. Create a plan for a tourist circuit,
4. Develop a general management plan.

### Volunteers' Activities

**Taking Inventory**—At the request of local scientists, the Volunteers recorded the location and breeding habits of over 100 different species of birds, some never before recorded in the immediate area. They also inventoried mammals and reptiles.

In addition to observing and recording plant and animal life, the Volunteers surveyed the topography of the park. Particularly important was Posner's survey of the coastal area, its tidal pools, rock formations, cliffs, dunes, beaches and human dwelling places. This survey yielded useful information for planning conservation programs and developing tourism.

**Mapping and Classifying**—One of the Volunteers' principal tasks was mapping the park by subdividing it into different habitats. Classifying according to vegetation, topography and land use, Edwards and Posner ultimately subdivided the park into 20 units. They delineated unit boundaries from aerial photographs, then checked them on foot or by motorcycle, recording the flora and fauna they found in each. This information formed the basis for their management plans.

**Monitoring Bald Ibis**—As the wild bald ibis is unique to Massa, the Volunteers felt it important to help preserve this endangered bird. Edwards regularly visited the sites where they were known to nest, conducting a census and collecting information on their habitat, reproduction and general behavior. Having become familiar with this rare bird, Edwards briefly acted as a technical advisor

to a BBC crew filming the bald ibis as part of a TV documentary on the variety in nature of countries along the Mediterranean.

**Establishing Gazelle Reserves**—In the interests of tourism, the Moroccan government wanted to establish reserves to protect gazelles. Couvier's gazelles, native to Morocco but now very rare, were being raised by an experimental station in Spain, and the government wanted to reintroduce them to Morocco. Surprisingly, a few reportedly were living amidst a forest of plants at the southern end of Massa. The Volunteers traveled there to learn more about these animals and their habitat, but unfortunately found no sign of them.

The PCVs designed a study, based on previous work by range managers from Utah State University, to determine the vegetation in the reserve and how many animals it could support. The Scientific Institute in Morocco collaborated with the Volunteers in identifying the plant specimens.

In addition to studying the vegetation necessary to sustain the gazelles, the Volunteers also were involved in the physical planning of the reserves. They advised the government on the locations and boundaries; helped draft the designs, including specifications and materials needed; inspected roads and fences surrounding the reserves; and suggested types of enclosures to be built for acclimating the gazelles to their new environment.



Scenes from Massa National Park . . . a natural environment worth preserving.

Massa photos—Chris Loggers and Scott Posner





*Some of the Peace Corps Volunteers and their Moroccan counterparts who are helping to preserve Morocco's natural heritage.*

**Planning a Tourist Circuit**—Edwards and Posner informally took a survey of visitors to the park to find out what made it attractive to tourists. They then traced routes that would make good tourist circuits, including trails for hiking and horseback and donkey riding, dirt paths that jeeps and trucks could explore and paved roads for tour buses.

**Starting Collections**—From the very beginning, both Volunteers collected specimens of the more than 100 different plants found in the park. Each started his own herbarium. Working jointly with local scientists, they collected specimens of small mammals, reptiles, fish and amphibians.

The Volunteers also began collecting printed material. As the amount increased, they set up a filing and indexing system to provide a library that could be used by the park manager and other staff members.

**Reporting on Findings**—At the end of their assignment, Edwards and Posner prepared reports on their various projects. Most significantly, they completed a manual that combined descriptions and maps of each subdivision or "compartment" into a comprehensive document, which set forth recommendations for the management of these individual units and for the park as a whole. In this final report, they discussed such issues as keeping the park separated into distinct areas for grazing, cultivation, and wildlife preservation and dealing with the natural phenomenon of sand dunes engulfing the parkland.

Edwards and Posner accomplished in their two years in Morocco what they had

set out to do—develop a management plan for the park. As Ken Edwards said, they had learned "to be patient yet persistent."

After their assignment, Edwards returned to the U.S. to work in a wildlife refuge in Florida. Posner continued serving in Morocco and also in Tunisia for Peace Corps and later for USAID.

Once the enabling legislation for Massa National Park is implemented, Peace Corps Volunteers are expected to be reassigned there. In the meantime, nine PCVs are continuing to work in Morocco on behalf of the government's efforts to preserve the country's natural heritage.

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### **(Feature—from page 15)**

reduced available wildlife, an important source of protein in their diets.

Recognizing that people must be made aware of the importance of conservation, Peace Corps Director Loret Miller Ruppe last fall initiated a multifaceted conservation education program through the Natural Resources Sector. The program has three major objectives:

1. To increase the awareness of all Peace Corps Volunteers and staff of the environmental problems facing the host country and the world in general, and to teach them how to address these problems;
2. To increase the conservation education and program development skills of Associate Peace Corps Directors responsible for environmental education projects;

3. To increase the number of Volunteers with conservation education as a primary or secondary assignment.

The first phase of the initiative already is underway. Working with other American experts and with Peace Corps country staff members and host country officials, the Natural Resources Sector has designed a preservice conservation education training module that will apply to all Peace Corps trainees regardless of their assignments. It will give them skills and information they can use to address community-based environmental issues in their assigned countries. The intention is not to make all Volunteers conservation experts, but to raise their awareness of environmental problems in the countries where they will be working and of the perceptions people in these countries have of their environment.

This new training module is designed as a three-day course, but it can be integrated into existing training programs to strengthen the conservation component. The pilot program took place in Honduras and was well received. It will be modified for other countries and put into a manual format later this year.

In 1989 the second phase of the environmental education program will begin. This will consist of a workshop for Associate Peace Corps Directors and Programming and Training Officers to enable them to identify and develop additional natural resource/conservation education assignments for Volunteers.

The third and final phase of the initiative will make available short-term (two to three weeks) or long-term (one to two months) training modules for Volunteers with environmental education as their primary assignment. Some of these Volunteers will be professionals in this field; others may have had only related college coursework. As needed, short-term in-service training programs will be developed in specialized aspects of conservation education for the Volunteers and their counterparts. Related materials will be made available through OTAPS's Information Collection and Exchange (ICE) division.

A major in-country workshop is being planned for Volunteers and their counterparts working in Africa on conservation education or parks/wildlife assignments. The workshop's purpose is to learn how to develop and implement successful conservation education programs in Africa. Participants will share experiences and learn from each others' successes or failures in their assignments. The works of anthropologists, host country conservation officials, Peace Corps Volunteers and staff will become the basis for a book to be made available through ICE. As the need arises, other workshops of this nature will be developed.

Volunteers working in conservation education are most successful when they can

meet the needs of their local communities. Peace Corps's conservation education initiative and the further training opportunities it provides should increase significantly Peace Corps's effectiveness in conservation in the world community.

David Reynolds

\* \* \*

### Note These Publications in ICE:

**FC057—How to Plan a Conservation Education Program**, by David S. Wood and Dianne Walton Wood.

A condensed version of their *Conservation Education: A Planning Guide* (ICE—M023), which can be used separately or together with the larger volume. Provides step-by-step approach to developing a community-based conservation education program. Describes how to assess the environmental needs; identify the audience and the message to be conveyed; select a strategy for implementing the program; and evaluate the program. Limited copies also available in Spanish.

**FC151—A Directory of Selected Environmental Education Materials**, by Edward McCrea and Laurie Greenberg.

Companion guide to *How to Plan a Conservation Education Program*. Offers selected references for programs or materials already produced, most being adaptable to many different places. All are consistent with hands-on approach to learning.

**M007—Teaching Conservation in Developing Nations.**

Activity-oriented guide with techniques that can be used to teach conservation to children and adults in a variety of settings.

**M020—Audio-Visual Communication Handbook.**

Manual designed to assist PCVs to plan, produce and use instructional materials in the classroom and community. Emphasizes materials that can be produced or obtained locally at minimal expense.

## Books, Books, Books

ICE is offering the publications listed below on a first come, first served basis. To find out if they are appropriate for your project, please see the abstracts in RE001—**The Whole ICE Catalog**. To order, write to Peace Corps Information Collection and Exchange, Room 808, 1990 K Street, NW, Washington, DC 20526.

- CH012 Housing: Sector Policy Paper
- CH015 Global Housing Prospects: The Resource Constraints (World Watch #46)
- CH016 When You Build a House
- CH017 Socio-Economic and Environmental Impacts of Low Volume Rural Roads
- CH021 Basics of Concrete

## AGRICULTURE

- AG027 Tropical and Subtropical Fruits
- AG032 The Meat We Eat, 11th edition
- AG056 Three Ways to Spur Agricultural Growth
- AG084 Apiculture in Tropical Climates
- AG142 Technical Cooperation Activities: Beekeeping, A Directory and Guide
- AG151 Perma-culture One. A Perennial Agriculture for Human Settlements
- AG151A Perma-culture Two. Practical Design for Town and Country in Permanent Agriculture
- AG153 The Village Texturizer
- AG158 Preliminary World Maps of Honeybee Diseases and Parasites
- AG171 A System for Monitoring and Evaluating Agricultural Extension Projects

## APPROPRIATE TECHNOLOGY

- AT007 Economically Appropriate Technologies for Developing Countries
- AT015 Village Technology in Eastern Africa
- AT020 Rainbook Resources for Appropriate Technology

## COMMUNITY DEVELOPMENT

- CD003 City Limits (World Watch #38)
- CD004 Community Organization and Rural Development: Learning Process Approach
- CD006 Peace Corps Collaboration 1980–81 Preliminary Report

## CONSTRUCTION/ HOUSING

- CH002 Housing Assistance for Developing Countries

## EDUCATION

- ED031 Planning Early Childhood Care & Education in Developing Countries
- ED045 Carpentry, Maryland State Instructional Guide

## ENERGY

- EN007 A Design Manual for Water Wheels
- EN008 Double-Drum Sawdust Stove
- EN011 Energy for Survival: The Alternative to Extinction
- EN014 Low Cost Development of Small Water Sites
- EN018 Methane Digesters for Fuel Gas and Fertilizer
- EN019 Natural Solar Architecture, A Passive Approach
- EN021 Wind and Windspinners: A Nuts and Bolts Approach to Wind Electric Systems
- EN024 Energy Primer: Solar, Water, Wind, and Biofuels
- EN029 The Solar Almanac
- EN052 Improved Cookstoves

## FORESTRY/NATURAL RESOURCES

- FC064 La Protection Des Zones Naturelles
- FC088 La Protección De Las Zonas Naturales
- FC114 Forestry Resources Development Assistance: A Selective Bibliography of Reports
- FC121 Sistemas Agroforestales Aproveche Al Máximo Su Chacra

## FISHERIES

- FH014 Principles of Warmwater Aquaculture
- FH060 The Fisheries Ecology of African Floodplains

# Networking

The article **Conserving Massa National Park in Morocco** mentions two organizations that pioneered in the effort to establish that country's national park system. One is the **International Union for the Conservation of Nature and Natural Resources (IUCN)**, the primary scientific organization in the field, which is based in Gland, Switzerland. The other is the federated **World Wide Fund for Nature**, formerly known as the World Wildlife Fund (WWF), also headquartered in Gland. There are a number of other organizations actively involved in conservation education that also should be mentioned. Those listed below have cooperated with Peace Corps and have materials available that Volunteers may find useful.



- **Food and Agriculture Organization of the United Nations (FAO)**, Viale delle Terme di Caracalla, 00100 Rome, Italy.

Principal international organization working to raise the level of nutrition and standard of living for people worldwide. Through a Technical Cooperation Program (TCP) and World Food Program (WFP), more than 3,000 technical advisors assist member nations in projects, many of which involve improving management of natural resources and protecting the environment to assure an adequate food supply. Assists in drafting appropriate legislation and establishing appropriate institutions; demonstrating new techniques; conducting research and training; organizing conferences, workshops and seminars; providing information through databases; and publishing a variety of materials, including a bi-monthly magazine, *CERES*, which features FAO projects. Its catalog *FAO Books in Print* contains separate sections on Forestry, Fisheries and Land and Water Development.

- **International Centre for Conservation Education (ICCE)**, Greenfield House, Guiting Power, Cheltenham, Gloucester, GL54 5TZ, United Kingdom.

Founded by the IUCN with the support of the World Wildlife Foundation. Provides consultants, training, educational materials and mobile units and equipment to promote conservation education in developing

countries. Offers extensive audiovisual materials produced in cooperation with local organizations and trains local people to prepare their own audiovisual conservation education programs.



- **International Institute for Environment and Development (IIED)**, 3 Endsleigh Street, London, WC1H 0DD, England; 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036; Corrientes 2835, 1193 Buenos Aires, Argentina.

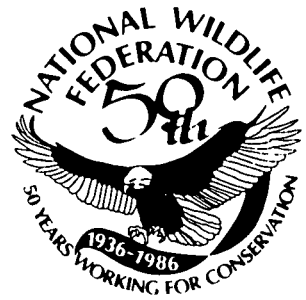
Promotes "sustainable development" through policy research, technical assistance and information. Conducts natural resource assessments to help countries develop management policies; furthers the organization of nongovernmental environmental groups; conducts forums to exchange information on "development programs that are environmentally sustainable"; and provides a computer database on U.S. government activities abroad aimed at conserving biological diversity. Offers a manual on *How to Plan a Conservation Education Program* (in English and Spanish) and a companion guide, *A Directory of Selected Education Materials* (ICE, FC063), to locate materials dealing with conservation education (see **Note These Publications**). *Earthscan Catalogue* lists books available from IIED.



- **National Wildlife Federation (NWF)**, 1412 Sixteenth Street, N.W., Washington, D.C. 20036-2266.

Although directed to conservation in the U.S., NWF's materials can be widely applied. Publishes *Nature Scope*, a science and nature activity series for elementary school students, and *CLASS Project*, a science and social studies curriculum for middle-school students; also *National Wildlife* and *International Wildlife* magazines, a *Conservation Directory* listing individuals and organizations involved in the field, and a variety of booklets, bulletins, fact sheets and teachers' guides on a wide range of

wildlife and conservation topics. Operates the Institute for Wildlife Research and supports research projects. Awards fellowships for graduate study in environmental education. Through its International Program, originated the "debt-for-nature" swap in Bolivia, whereby banks agreed to retire a portion of the country's external debt in exchange for a pledge to keep 3.7 million acres as a wildlife preserve.



- **New Forests Project**, 731 Eighth Street, S.E., Washington, D.C. 20003.

Provides planting materials, technical information, training aides, and planning advice for groups involved in forestry projects. Instrumental in promoting "commemorative forests." Offers limited on-site technical support.

- **World Resources Institute (WRI)**, 1735 New York Avenue, N.W., Washington, D.C. 20006.

Concerned with protecting the natural environment while at the same time promoting economic development and international security. Undertakes policy studies; publishes a variety of reports, papers and press releases; conducts seminars and conferences; provides field services and technical support to improve management of natural resources. Sees its role as "building bridges between scholarship, policy, and action." Provides funding and theoretical framework for IIED. Issues a catalog of WRI publications.



- **World Wildlife Fund (U.S. affiliate of World Wide Fund for Nature)**, 1250 Twenty-fourth Street, N.W., P.O. Box 96220, Washington, D.C. 20077-7787.

Private organization working worldwide to protect endangered wildlife and wildlands. Affiliated with The Conservation Founda-

# In-Country Resource Center—Morocco

The In-Country Resource Center (IRC) in Morocco grew out of the combined resources of the Peace Corps staff in Rabat. They pooled their training materials to form a small collection of publications for use by Peace Corps Volunteers and staff. By 1986, more space was needed to house the collection, and the Peace Corps's medical office was partitioned to make room for the IRC.

Rachid Arabi, a Moroccan student, was hired to staff the Center part-time. Using a modified Dewey classification system, he spent four months recataloging the books and arranging them on locally made shelves built up to the ceiling.

In the two years since then, the IRC has expanded. It now provides a full range of information services.

The Information Collection and Exchange Division (ICE) of Peace Corps's Office of Training and Program Support (OTAPS) provides the IRC with materials relating to the work of Peace Corps Volunteers. For example, the IRC has over 50 different publications related to conservation. The largest and most popular group of books deals with Moroccan and Arab culture. The supply of these books expanded a year ago with the help of \$1,500 worth of materials acquired through Peace Corps's Gifts-In-Kind Program. The books cover such subjects as psychology, sociology, literature in relation to the Middle East, North Africa and specifically, Morocco. When Volunteers are in training, these books are brought to the training site to be used as supplementary materials.

The Center also contains materials of general interest to Volunteers—travel books, directories to help them investigate future employment opportunities, foreign language dictionaries and textbooks, encyclopedias and other reference books, and college catalogs. The Center also houses back issues of the local Peace Corps magazine,

Peaceworks, and articles, newsletters and descriptions of projects that Volunteers may find useful. The Center subscribes to about 50 different publications.

A bulletin board and display case highlight new acquisitions. The IRC manager regularly prepares an annotated bibliography to keep people who use the Center informed of new materials of interest.

The Center supplies audiovisual as well as written materials. Audio cassettes from the IRC are used during training to teach languages and subjects such as stress management. There are cassettes that emphasize culture and entertainment, as well. Music tapes, for example, cater to a variety of tastes, from classical, to Moroccan, to rock. Machines for viewing filmstrips, slides and video cassettes also are available. Many of these tapes were made in Morocco during training sessions.

In addition to the Center's VCR, the nearby Peace Corps lounge has a video machine where Volunteers can see popular movies or documentaries, or keep in shape doing aerobics while watching Jane Fonda.

The Center also is responsible for storing and distributing language textbooks. One of these is a Peace Corps publication to teach Volunteers Moroccan Arabic, but anyone interested in learning the language can buy it. The IRC uses the profits to purchase additional materials.

The other textbooks are for high school and college students enrolled in the local TEFL (Teaching English as a Second Language) program, which operates mainly on donations. Peace Corps Volunteer leaders (third-year Volunteers) are responsible to see that these materials reach the TEFL classes.

In addition to the support it gets from ICE, the IRC receives \$1,400 annually from in-country funds—\$200 allocated to each of the Associate Peace Corps Directors and the

medical and training officers for resource materials, \$200 for the Country Director's requirements, and \$200 for other materials the Center needs. Apart from these funds and the small amount it collects from book sales, the IRC relies on donations for additional supplies and equipment. About 20 of its magazine subscriptions are free, and individual copies of others come from the United States Information Service (USIS) or from the Country Director's personal library.

IRC books can be borrowed for up to four months. There are limits on the number of books that can be borrowed at one time in any one category. Reference books cannot be borrowed. Anyone who loses a book is fined, and the librarian must verify that the Volunteer has paid any outstanding debts upon Close of Service.

Peace Corps Volunteers, staff and trainers automatically are members of the IRC. Host Country Nationals and others living in Morocco can borrow books, but they must be sponsored by a member, who is then responsible if they lose or damage a book or fail to pay fines. The librarian keeps two boxes, one with cards for each person, indicating the date and title of the publications borrowed, and the other with cards for each title on loan. In general, the IRC follows ICE's *In-Country Resource Center Procedures Manual*.

Frequently, people from other development agencies will request information, and, in turn, the Center will sometimes refer people to them. About 35 to 40 people come to the IRC each week, while about an equal number write asking for help. The library is open five days a week, 2:00–5:00 P.M., and on Saturdays, 9:00 A.M.–2:00 P.M.

The Center could use more space to store extra books and supplies. When asked what was his biggest problem as IRC manager, Arabi, who is now on a Fulbright fellowship studying library science at the University of North Carolina, replied, "Space . . . It's frustrating. You can't organize the materials the way you'd like to, because of the cramped quarters the Center's operating in." He also would like to have a computerized cataloging system but knows this is a dream for the future.

As for Arabi's successor, Mohammed El-Kadi, and other new IRC managers, his advice to them is: "Keep up good networking relations with libraries and associations locally and overseas if you want to maintain optimum and up-to-date information." It also helps to have a Peace Corps Country Director, as he did, who is interested in the IRC and encourages its use. Most important of all, Arabi feels, is to provide good service, so that staff and Volunteers, especially those who come in from the "bled" (distant rural areas), can get the information they need.

tion, a research organization. Will be overseeing the Latin American and Caribbean projects for the World Wide Fund for Nature as well as its own. Known particularly for its long-term effort to preserve tropical forests. Conducts research projects; provides technical assistance, equipment and funds; supports and develops resource management programs in colleges and universities; offers training, organizes conferences and promotes the development of local organizations working to protect the natural environment. Publishes various materials, including books for the general public, research papers, films and other audiovisuals, and curriculum materials for teachers of students at all age levels. A catalog is available.



# Sector Updates

**NOTE:** ICE has received the publications described below since the September/October 1988 edition of **ICE Almanac**. **IRC** preceding the title indicates that ICE distributes it only to In-country Resource Centers (IRCs) and Training Centers; **TR** means ICE makes it available to trainers only; **RP** indicates available through ICE to Volunteers and staff whose projects relate to the publication. All publications distributed by ICE are free.

## AGRICULTURE

**(RP) AG101—Agriculture Tropicale en Milieu Paysan Africain**, by H. Dupriez and P. De Leener. 1984 (Terres et Vie, rue Laurent Delvaux, 13, 1400 Nivelles, Belgium) 281 pp. (in French). \$20.00.

Provides basic information on tropical agriculture and agricultural conditions in Africa. Stresses farmers' self-reliance and capacity to improve their own agricultural methods, indicating ways to control excessive sunlight, provide sufficient water and improve the quality of seeds and soil. Suggests new technology to be introduced gradually, using photographs and illustrations to demonstrate techniques.

**(IRC) AG094—Agroecology, The Scientific Basis of Alternative Agriculture**, by Miguel A. Altieri. 1987 (Westview Press, 5500 Central Avenue, Boulder, Colorado 80301) 227pp. \$18.00.

Details an approach that integrates traditional farming techniques with modern agroecological principles for effective soil conservation and biological pest control. Stresses applicability of agroecology to rural development programs in Third World countries, describing ways to develop technology tailored to their needs. Provides comparative analyses of agricultural systems and expands on its theme of sustainable agriculture.

**(RP) AG202—A Planning Guide for Small-Scale Livestock Projects**, by Gordon Hatcher. 1988 (Heifer Project International, P.O. Box 808, Little Rock, Arkansas 72203) 80 pp. \$4.50. (AG108—Spanish edition).

A guide for small-scale farmers and their families to help them plan projects to raise livestock. Evaluates feasibility of specific programs and outlines an appropriate plan based on farmer's choice of animal, community's role, site, climate and future outlook. Reviews several types of cattle and problems associated with each, and suggests proper methods to care for specific animals.

**(IRC) AG105—Beekeeping in Rural Development—Unexploited Beekeeping Potential in the Tropics: with particular reference to the Commonwealth**. 1979 (Commonwealth Secretariat, Food Production and Rural Development Division, Marlborough House, Pall Mall, London SW1Y 5HX, England) 196pp. \$3.75.

Collection of articles focusing on beekeeping in tropical areas, particularly in Belize, Kenya, Tanzania and India. Deals with subjects ranging from relation of beekeeping to development programs, to processing honey and constructing beehives.

**(IRC) AG106—The Employment of Draught Animals in Agriculture**. 1972 (FAO, United Nations, Via delle Terme Caracalla, 00100 Rome, Italy) 249pp. \$19.50.

Technical manual that describes tools and equipment powered by draft animals and discusses their economic value and applicability to tropical Africa. Intended for small farmers unable to convert to mechanized cultivation. Discusses appropriate animal and equipment to choose and their proper care and maintenance. Includes charts and illustrations.

**(RP) AG109—Identifying Diseases of Vegetables**, by A.A. McNab, A.F. Sherf, J.K. Springer. 1983 (Pennsylvania State University, College of Agriculture, University Park, Pennsylvania) 62pp. \$8.00.

Aims at diagnosing vegetable diseases and distinguishing serious diseases from those of lesser importance, but does not give information on disease control. Concentrates on major diseases with distinctive symptoms, with brief descriptions and accompanying photographs.

**(RP) AG110—Jardins et Vergers d'Afrique**, by Hughes Dupriez and Philippe de Leener. 1984 (Terres et Vie, 13 rue Laurent Delvaux, 1400 Nivelles, Belgium) 280pp. (in French) \$21.00.

Practical manual focusing on agricultural development in tropical countries. A guide that can be modified to fit local conditions. Offers technical information on choosing seeds, planting, fertilizing soil and controlling diseases and parasites. Stresses importance of gardens and orchards for nutritional, medicinal and cultural values. Intended for gardeners, fruit growers, spice producers and subsistence farmers. Contains glossary of botanical and scientific terms, and photographs and illustrations.

**(IRC) AG122—Pig Production in the Tropics**, by J.A. Eusebio. 1987 (Longman Scientific and Technical, Longman House, Burnt Mill, Harlow, Essex CM20 2SC, England) 115pp. \$8.86.

A guide to raising pigs in tropical countries for immediate consumption and for processing into meat products. Useful to both subsistence and large-scale farming. Includes instruction on breeding, care and processing. Contains charts, photographs and illustrations.

## EDUCATION

**(IRC) ED128—Communication Starters and Other Activities for the ESL Classroom**, by Judy Winn-Bell Olson. 1977 (Alemay Press, Panus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, California 94545) 121pp. \$8.95.

Resource book for teachers of English as a Second Language (ESL). Describes such activities as role playing, keeping journals, reading maps and playing grammar and vocabulary games to help students of all ages learn English. Applicable for specific day-to-day instruction or for use as a general guide. Contains bibliography with additional resource information.

**(IRC) ED130—Games for Language Learning**, by Andrew Wright, David Bettridge, and Michael Buckby. 1987 (Cambridge University Press, 32 East 57th Street, New York, New York 10022) 212pp. \$11.95.

Resource book to teach language through use of games, e.g. memory games, word games, story games, that suit all levels and age groups. Exercises directed at any stage of learning process, from controlled repetition, through guided practice, through free expression. Each lesson contains information enabling teachers to match exercise to specific needs and levels. Includes illustrations and examples.

**(RP) ED126—Global Tops**, by Ron Marsons. 1988 (Tops Learning Systems, 10970 S. Mulino Road, Canby, Oregon 97013) \$70.00.

Creative science program developed by RPCV/Ghana 1968-71, emphasizing a hands-on approach. Applicable for any age but most appropriate for elementary school level. Contains simple instructions and experiments, ranging from understanding the movement of pendulums to the nature of plants and animals. Set includes teacher

## A Reminder:

One of our most popular publications is RE003—*Sources of Books and Periodicals for Schools and Libraries for Peace Corps Volunteers*. If you order books or periodicals from the organizations on the list, please be sure to check if any fees are involved. Many of these organizations do have a minimal charge for their books or for shipping costs. The amount is small compared to the number of books distributed. If you are unsure of the exact amount, write to the organization first for specific information.

These organizations provide an important service to developing countries and to Peace Corps Volunteers, and it is essential that we continue to work cooperatively with each other.

resource manual covering 100 science lessons and 16 related student reference books and 50 cutout booklets, accommodating class of up to 48 students. Includes illustrations and charts.

**(IRC) SE015—Education and the Employment Problem in Developing Countries**, by Mark Blaug. 1983 (ILO, CH-1211 Geneva 22, Switzerland) 89pp. \$14.00.

Assesses responsibility of educational authorities to deal with employment problem in developing countries. Tackles such issues as impact of education on employment, and targets educational reform to maximize employment and income-generating opportunities. Analyzes employment strategies in Colombia, Iran, Kenya and Sri Lanka.

**(IRC) SE017—Vocational Training: Glossary of Selected Terms**. 1986 (ILO, CH-1211 Geneva 22, Switzerland) 133pp. \$10.50.

Defines some 300 terms commonly used in several countries and systems. Intended for specialists engaged in preparation and development of training policies and for vocational training instructors in developing world. Each entry presented in French, Spanish and English.

## FISHERIES

**(RP) FH100—Cage Aquaculture**, by Malcolm C.M. Beveridge. 1987 (Fishing News, Ltd., 1 Long Garden Walk, Farnham, Surrey, England) 352pp. \$36.75.

Reference book aimed at synthesizing available information on cage aquaculture, an economical alternative to conventional land-based hatcheries and a means for combatting eutrophication. Examines dominant cage farming industries and their species of fish. Provides background as well as technical information on cage aquaculture, including types, construction, location and management of cages, and problems of the industry. Supplemented by photographs, charts and bibliography.

**(RP) FH101—Fishery Sector Assessment**, by Melvin Goodwin, Phd. 1985 (Island Resources Foundation, Red Hook Center, P.O. Box 33, St. Thomas, U.S. Virgin Islands 00802) 151pp. \$20.00.

Assesses fishery industry in the Eastern Caribbean as it relates to development, profiling each of the area's major islands. Provides background on socioeconomic conditions, and describes past and present development activities, noting significant trends and shortcomings. Outlines a program to improve fisheries development specifically for this region. Contains extensive resource bibliography.

## NATURAL RESOURCES/ FORESTRY

**(IRC) FC060—Biodiversity**, edited by E.O. Wilson and Frances M. Peter. 1988 (National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418) 502pp. \$19.50.

Collection of articles resulting from 1986 National Forum on Biodiversity, from perspectives of biologists as well as theologians, philosophers and folklorists. Provides overview of global biological diversity and linkage of international conservation with economic development. Offers extensive description of biodiversity and the means for protecting it and discusses future prospects. Emphasizes the human element as both the source and solution to this crisis.

**(IRC) FC151—A Directory of Selected Environmental Education Materials**, by Edward McCrea and Laurie S.Z. Greenberg of S.U.N.Y. 1988 (International Institute for Environment and Development—North America, World Resources Institute, Massachusetts Avenue, NW, Suite 302, Washington, D.C. 20036) 75 pp. Free.

An aid to developing conservation education programs that address local needs appropriate to ecological and cultural set-

tings. References selected according to their availability, adaptability and use of hands-on instruction. Companion guide to *How to Plan a Conservation Education Program*.

## Farmer-To-Farmer Program (FTF)

The Farmer-To-Farmer (FTF) Program brings the expertise of American farmers to PCVs working in agriculture and related fields. Primarily, these agricultural experts serve as a resource for PCVs involved in primary or secondary projects that require short-term (30–120 days) technical assistance, but they also may serve as technical consultants to other PCVs and host country counterparts. These consultants are available for a range of projects from credit cooperatives to soil conservation.

The program is a collaborative effort: the in-country staff and FTF Coordinator/OTAPS review the PCV's project and request for technical assistance. Volunteers in Overseas Cooperative Assistance (VOCA) recruits the appropriate volunteer, and USAID funds the program.

**An FTF Example:** PCV Laura George, serving in Mali, wrote, "The women of my village requested aid in increasing their rice production . . . I have little experience in rice production; however, I believe that someone with the expertise can make a significant positive impact . . ." After the PCV submitted a statement of the proposed work, which was reviewed and approved, FTF Volunteer Carl Lace was dispatched to Mali. Carl, an Arkansan, an RPCV and a rice production specialist with over 40 years experience, spent three months working with that PCV and 200 women from two villages in improving their rice production methods. Carl introduced planting, transplanting, weeding and soil preparation techniques that did not require costly inputs. He estimated the rice yields would double as a result. In addition Carl presided over a PC/Mali workshop for trainees, presented a report of his activities at the Mali All Volunteer and Staff Conference and delivered a presentation on his work at a Peace Corps field crop training session.

If you are interested in having an FTF Volunteer assist your project, contact your PC Country Office or the Farmer-To-Farmer Coordinator, OTAPS, PC/Washington.

(IRC) FC063—**Gliricidia Sepium (JACQ.) WALP.: Management and Improvement**, edited by Dale Withington, Nancy Glover, Dr. James Brewbaker. 1987 (Nitrogen Fixing Tree Association, P.O. Box 680, Waimanalo, Hawaii 96795) 255pp. \$7.00.

Manual based on proceedings of 1987 workshop in Costa Rica, sponsored by Centro Agronomico Tropical de Investigacion y Ensenanza, to gather and distribute information on *Gliricidia Sepium*. Identifies utility of this tree as source of fuel, wood, fodder and medicine, and discusses such topics as geographical location, alley cropping and genetic improvement. Contains charts and abstracts from proceedings. Available in both Spanish and English.

(IRC) FC058—**Job Seekers Guide to Opportunities in Natural Resource Management for the Developing World**, by Gordon Foer. 1986 (International Institute for Environment and Development, 1717 Massachusetts Avenue, NW, Suite 302, Washington, D.C. 20036) 67pp. \$3.82.

Identifies organizations offering employment opportunities for people interested in working internationally in natural resources and environmental management. Provides information on approximately 150 organizations, each entry offering brief description of organization, job opportunities available, minimum qualifications required and preferred methods for making job inquiries. Also contains brief list of companies offering support and operating overseas in forestry and natural resource management projects, as well as information on related publications and further job-hunting references.

## SMALL ENTERPRISE DEVELOPMENT

(IRC) SB060—**The Business of Service Business**, Women's Economic Development Corporation. 1988 (WEDC, 1885 University Avenue West, Suite 315, St. Paul, MN 55104) 83pp. \$13.00.

Using a model business plan format, describes the various aspects of operating a service business, from planning and financing to marketing and management. Subject matter ranges from competitor identification and advertising to accounting and personnel management. Each lesson includes a worksheet to assist the prospective business person in developing a personal business plan. Calls for self-assessment as well as evaluation of business expectations and limitations.

(RP) SB107—**Cost Accounting and Control, Material for Management Training in Agricultural Cooperatives**. 1986 (ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland) \$24.50.

Training course for auditors, managers, accountants and staff of agricultural cooperatives to enable them to design and operate effectively a cost accounting system. Discusses ways to reduce costs while improving revenues.

### Small Project Assistance Program (SPA)

SPA is a unique program that joins the human resources of the Peace Corps with the financial resources of the Agency for International Development (AID). Established in 1983, the Program currently supports small self-help efforts through direct grants to community organizations in over 35 countries.

SPA consists of two components: the SPA fund, which directly supports community projects; and the Technical Assistance (TA) agreement, which provides training and technical advice to PCVs, staff and Host Country Nationals (HCNs) working on these projects.

SPA grants are made by PC/Country Offices to community groups working with PCVs in food production, small enterprise development, renewable energy and health.

Funds are available through PC/Washington to provide in-service training for PCVs and HCNs and to provide countries with program consultants. TA activities stimulate and/or directly support SPA projects.

**A SPA Example:** The Forest and Wildlife Reserve of Belbedji is helping the people of this village, as well as 18 others in the southwestern region of Niger, plant *euphorbia balsamifera*, a common local tree, in order to form a greenbelt protecting the villages from encroaching sand dunes. SPA funds are being used for tools and supplies.

For information on qualifying for a SPA grant or for Technical Assistance, contact the PC Country Office or the SPA Coordinator, OTAPS, PC/Washington.

(RP) SB062—**Cost Reduction and Productivity Improvement for Cooperatives, A Trainer's Manual**. 1986 (Northern Luzon Cooperative Development Center, Inc., BCPSTA Building, Military Cut-off Rd., Baguio City, Philippines). \$3.00.

Manual providing a three-day training session for managers, field workers and other supervisors of cooperatives. Uses role playing, case studies, group discussions and lectures to explore ideology of cooperatives and methods to reduce costs.

(RP) SB104—**Doing a Feasibility Study: Training Activities for Starting or Reviewing a Small Business**. (OEF International, 1815 H Street, NW, 11th Floor, Washington, D.C. 20006) 171pp. \$15.00. (SB106—French edition; SB105—Spanish edition).

Analyzes how to conduct a feasibility study and lead a group in undertaking such a study. Part one discusses the major components, e.g. market analysis, production, expense estimation, sales and cost/benefit analysis. Part two gives training tips for a facilitator, outlining suggestions for group sessions in planning, information gathering and writing a business plan.

(IRC) SB061—**Financing Small Enterprise**, edited by Malcolm Harper and M.F. de Jong. 1986 (Intermediate Technology Publications, P.O. Box 337, Croton-on-Hudson, NY 10520) 100pp. \$15.25.

Proceedings from 1985 seminar organized to discuss viability of providing institutions that offer long-term, nonsubsidized loans to develop small-scale enterprises. Directed at businesses that qualify for investment credit in the formal sector. Examines such issues as effects of interest-rate policies, financial resources needed and the role of government and other organizations in relation to Small-Scale Enterprise Development Financing Institutions (SSE-DFIs). Includes appendix profiling SSE-DFIs in various developing countries.

## WATER/SANITATION

(TR) TR047—**A Workshop Design for Well Improvement: Protecting Open Wells**, by Maria Nagorski and Charles Pines. 1988 (USAID, 1611 N. Kent Street, Room 202, Arlington, VA 22209) 270pp. Free.

Trainer's guide for conducting workshop to give people from rural communities skills and knowledge to organize and implement projects to improve their water supply and sanitation. Provides guidelines with step-by-step instruction for a 20-session workshop averaging four to five hours per session. Gives background information and describes materials needed. Balances training in technical skills with training in community development. Includes charts, graphs and illustrations.